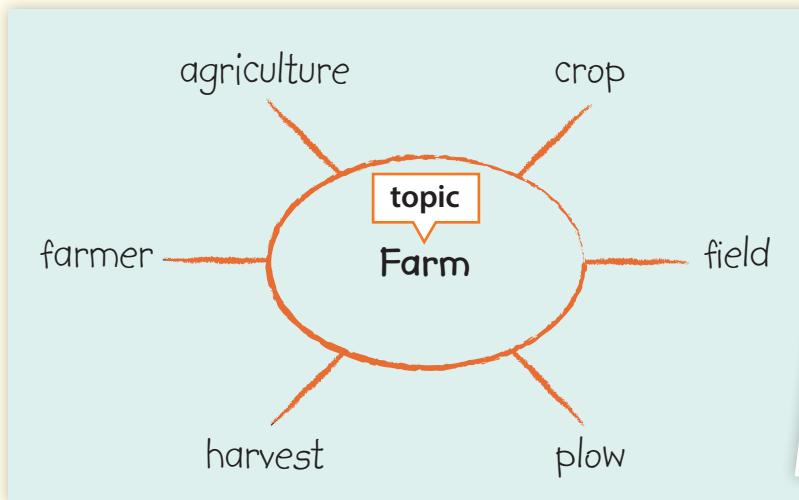


Classify Words

You can group, or **classify**, words that tell about the same topic. This gives you a deeper understanding of the topic.

Look at this example. How does classifying help you understand the topic better?

Word Web



Try It Together

Read each item. Choose the correct answer.

1. Which word does NOT belong in a group of words for the topic agriculture?

A land
B seed
C plant
D ocean

2. For the topic crop, add a word to this group of words: beans, nuts, ____ .

A fire
B markets
C potatoes
D community

Making Connections Read more about how our actions today can affect the **future**.

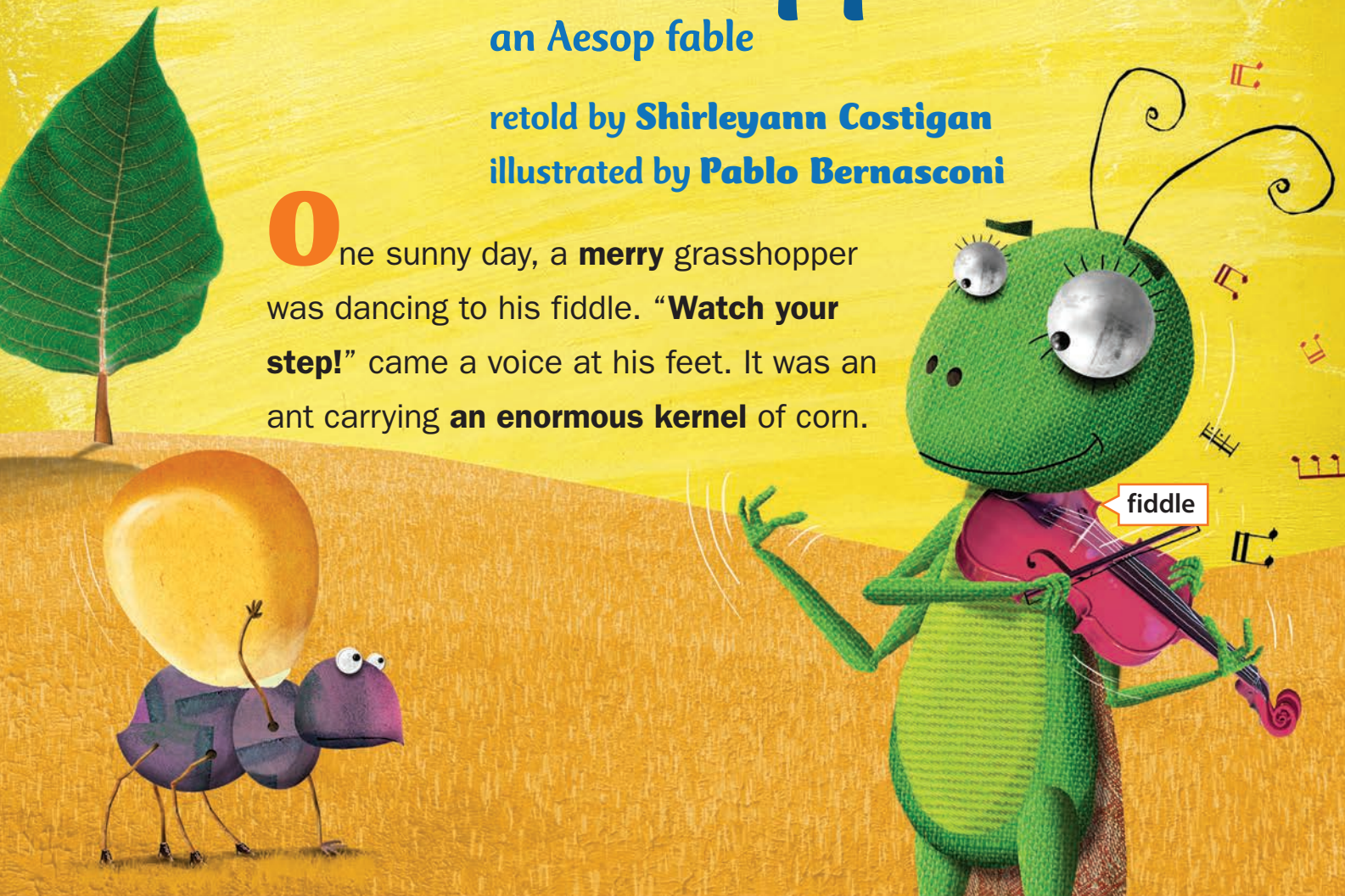
Genre A **fable** is a story that teaches a lesson, or moral, about life. Many fables have animals as characters.

The Ant and the Grasshopper

an Aesop fable

retold by Shirleyann Costigan
illustrated by Pablo Bernasconi

One sunny day, a **merry** grasshopper was dancing to his fiddle. “**Watch your step!**” came a voice at his feet. It was an ant carrying **an enormous kernel** of corn.



merry happy

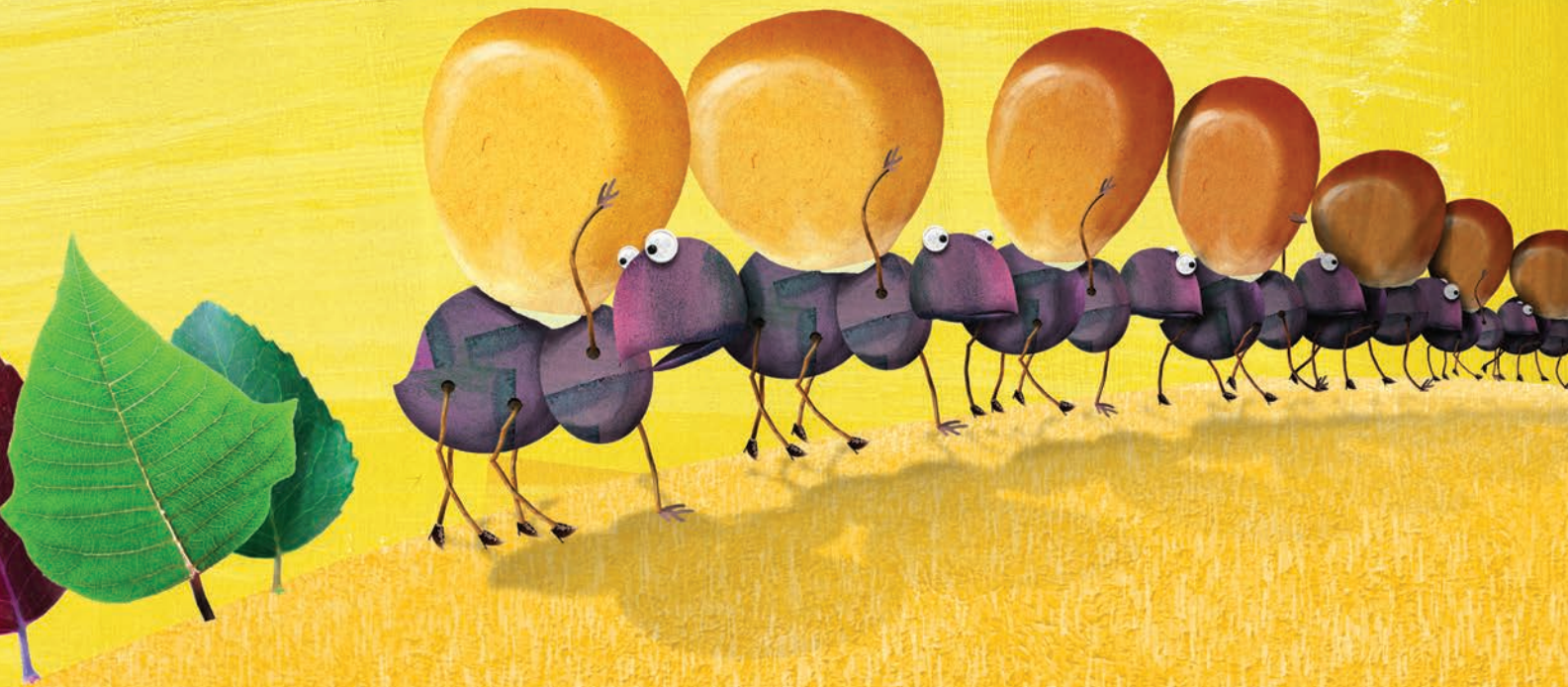
“Watch your step!” “Be careful where you walk!”

an enormous kernel a big piece

► Before You Continue

- 1. Ask Questions** What do you want to find out as you read? If you don’t understand something, what will you do?
- 2. Character** What is the grasshopper like? How do you know?





“Come dance with me!” **urged** the grasshopper.

“No time, no time,” the ant answered without stopping.
“I must gather food for winter. Why aren’t you gathering food?
It’s a bad idea to wait until it snows.”

“**Nonsense**,” said the grasshopper. “Winter is a long time
away.”

“**Suit yourself**,” said the ant, and she **staggered forward**
under her heavy load.

urged said

Nonsense That’s silly

Suit yourself Do what you want

staggered forward walked with difficulty

► Before You Continue

1. **Summarize** Reread this page. Say the ideas in your own words.
2. **Character** How do you think the ant and the grasshopper would describe each other? Explain.



Soon winter came, and snow covered the land. Not a kernel of food could be found. “Oh!” **lamented** the grasshopper. “I’m so hungry I **must surely** die!”

“Hey, Grasshopper!” cried a voice at his feet. It was the same ant. She was carrying another kernel of corn.

“I warned you this day would come,” said the ant.

lamented cried
must surely am sure I will

“Yes, you did,” **admitted** the grasshopper sadly. “And if I live to see another year, I will **heed your warning**.”

“You’ll live,” said the ant, and she dropped the kernel in the snow. The grasshopper gratefully picked it up and began to eat.

And ever after, Grasshopper remembered the tiny ant’s lesson and was never hungry again. ❖

Moral: When someone tells you to save for the **future**, listen.



admitted said
heed your warning listen to you
And ever after From then on

► Before You Continue

1. **Character** How does the ant help the grasshopper? How does Grasshopper change?
2. **Theme** Use your own words to tell the fable’s moral, or lesson. Is the story a good example of the lesson? How?

Compare Purposes

An author has a reason, or purpose, for writing. An author might write to:

- inform
- express feelings
- entertain
- persuade

What is the author's purpose in each selection? Make a comparison chart with a partner. Write the topic of each selection. Then locate the text in each selection that helps you understand the author's purpose. List the purpose. Can you write more than one purpose for each author?

Comparison Chart

Title: "A Better Way" by Juan Quintana	Topic: <i>sustainable agriculture</i>	Author's Purpose:
Title: "The Ant and the Grasshopper" by Shirleyann Costigan	Topic:	Author's Purpose:

Discuss the chart together. Do the authors share any purposes? Which purposes are different?

Talk Together

What's the best way to have enough land or food in the **future**? Think about the article and the fable. Use **Key Words** to talk about your opinions.

Key Words

agriculture

alternative

conservation

crop

farmer

field

future

harvest

method

plow

sustain

Forms of *be*, *have*

The verbs *be* and *have* have irregular forms. The subject and verb must agree. Look at the present-tense forms.

Grammar Rules Forms of *be/have*

	<i>be</i>	<i>have</i>
• Use for I	<i>am</i>	<i>have</i>
• Use for you	<i>are</i>	<i>have</i>
• Use for he, she, and it	<i>is</i>	<i>has</i>
• Use for we	<i>are</i>	<i>have</i>
• Use for they	<i>are</i>	<i>have</i>

Read Forms of *be/have*

Read this passage based on “A Better Way.” Find present-tense forms of *be* and *have*. Identify the subjects.

A farmer has a small piece of land. He practices sustainable agriculture. It is a good farming method.

Write Forms of *be/have*

Choose two pictures on pages 266–268. Write a sentence for each picture. Use a present-tense form of *be* or *have*. Read your sentences to a partner.